

Mu'tah University

Deanship of Graduate Studies

The Effect of Using Blended Learning Strategy on English Language University Students' Achievement in Reading at Mu'tah University

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Dedication

This work is dedicated to :

the person who I depended on all my life to the person who taught me the first lesson of life to the one who I hoped to be here now, to my fathers' soul.

the candle who lights my way to my mother may God bless her.

the person who supported and encouraged me to do this research to the one who I respect and love my husband " Dr. Ibrahim Al-sarayreh".

my lovely son "Alhazem".

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Abstract

The Effect of Using Blended Learning Strategy on English Language University Students' Achievement in Reading at Mutah University

Ala'a Yahya Al-Fogara'a

Mutah University, 2011

This study aims to investigate the effect of using blended learning strategy on English Language University students' achievement in reading skill at Mutah university during the first semester 2011-2012.

The study attempted to answer the following two research questions:
Are there any statistical significant differences at ($\alpha \leq 0.05$) in using the conventional way; (the normal dictionary) and the experimental strategy (mobile phone dictionary) on students' achievement?
Are there any statistical significant differences at ($\alpha \leq 0.05$) in the students' achievement in reading skill due to the students' gender and the interaction between the teaching method(blended learning with using the mobile phone dictionary and learning with using the traditional dictionary) and students' gender ?

The sample of the study consisted of (50) male and female freshmen students (19 male and 31 female students) who were selected intentionally from two sections of reading skill at Mutah university. The sample of the study was assigned into two groups: the control group(26 male and female students) using the conventional dictionary, and the experimental group(24 male and female students) using the mobile phone dictionary.

The researcher constructed an achievement pre/post test where reliability and validity of the test were ensured.

The results of the study indicated that there were significant statistical differences at ($\alpha \leq 0.05$) between the control and the experimental group in the students' achievement in reading skill in the post-test in favor of the experimental group and no significant statistical differences were attributed to gender.

In light of the findings of the study, the researcher recommends:
Providing students with mobile learning activities to motivate them and to conduct more studies on other samples and other language skills.

الملخص

أثر استخدام إستراتيجية التعلم المتمازج في تحصيل طلبة اللغة الإنجليزية في مهارة القراءة في جامعة مؤتة

الآء يحيى القفراء

جامعة مؤتة, 2011

تهدف هذه الدراسة إلى استقصاء أثر استخدام إستراتيجية التعلم المتمازج في تحصيل طلبة اللغة الإنجليزية في مهارة القراءة في جامعة مؤتة خلال الفصل الدراسي الأول للعام الدراسي 2011-2012.

حاولت هذه الدراسة الإجابة عن سؤالي البحث, هل يوجد فروق ذات دلالة إحصائية بين استخدام قاموس الهاتف النقال واستخدام القاموس التقليدي علي تحصيل الطلبة؟ وهل يوجد فروق ذات دلالة إحصائية بين تحصيل الطلبة في استخدام قاموس الهاتف النقال والقاموس التقليدي تعزى للنوع الاجتماعي؟

تكونت عينة الدراسة من 50 طالباً وطالبة من طلبة السنة الأولى (19 ذكور و 31 إناث) تم اختيارهم قصديا من شعبتي مادة مهارة القراءة. تم توزيع أفراد العينة على مجموعتين, مجموعة ضابطة (26 طالبا وطالبة) والتي استخدمت القاموس التقليدي, ومجموعة تجريبية (24 طالبا وطالبة) والتي استخدمت قاموس الهاتف النقال.

قامت الباحثة بتصميم اختبار قبلي وبعدي لقياس التحصيل حيث تم التأكد من صدق وثبات الاختبار.

أشارت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في درجات تحصيل الطلاب في مهارة القراءة لصالح المجموعة التجريبية, في حين لم تكن هناك أية فروق ذات دلالة إحصائية تعزى للنوع الاجتماعي.

في ضوء النتائج التي توصلت إليها الدراسة, توصي الباحثة بتزويد الطلاب بأنشطة التعلم بالهاتف من أجل زيادة دافعيتهم وإجراء المزيد من الدراسات على عينات أخرى ومهارات لغوية أخرى.

Chapter One
Theoretical Background

1.1 Introduction

"Technology has a significant impact on almost every aspect of our life. Like civilization itself, the publishing of knowledge and technology has grown and evolved over the centuries, providing an important catalyst to the spread of ideas and cultures around the universe" (Al-khataybeh, 2006: P1).

According to (Fox cited in Al-khataybeh ,2006), The first view of the usage of technology in this globe is the use of computers in all fields of our lives, specifically in education, where its history could be traced back to John Vincent who declared to construct a device in 1939 for the purpose of carrying out computation related to Physics problems, then this technology has been developed after world war two where different types of technology appeared such as; Internet, Mobiles and Short Message Service (SMS).

Technology plays a very important role in communication today . The cell phone is one of the most effective convenient and widely used technological instruments used for communication globally (Maphahlele & Mashamaite, 2005) .

Technology supporting learning has a long history dating back to the early sixties, new technological developments have inspired and supported new innovative learning arrangements. From computer-assisted learning, to open learning environments, technological advances have been used to reduce classroom constraints during learning and to adapt learning materials to the level of knowledge of individual students. In particular, portable

devices, coupled with intelligent teaching techniques allow learners to learn what, when, where and how they want (Sandberg and De Geus, 2011) .

There is no doubt that the mobile technology has started to make its' presence touch in the field of education, as can be seen by the increasing number of puplications that have appeared in recent years. It is not surprising, then , to see mobile technologies also gaining momentum in second language learning environments (Lu, 2008) .

While the first generation of mobile phones did not offer much functionality beyond phoning and text messaging . The latest 3G generation of smart phones offers far greater possibilities such as multimedia content, location-based learning materials, and serious games to enhance the learner's enjoyment and motivation (Sandberg and De Geus, 2011). And there are several types of mobile technologies available, such as wirless laptop computers, portable MP3 players, personal digital assistants (PDAS), and electronic dictionaries (Lu, 2008) .

learning with a mobile phone is fundamentally different from classroom learning, a new field of study has come into shape , namely that of mobile learning (Nordin and Yunus, 2010) .

Despite the importance of mobile phones in education, there are however advantages and disadvantages to using them among university students.

According to (Javid ,Malik and Gujjar ,2011) there are some positive and healthy impacts of mobile phones on students' performance at the university level:

1. To easily contact teachers, classmates and parents .
2. To use internet to search out useful information .
3. To use dictionary and translator .
4. To make photos and movies .

5. To transfer data from mobile phone to mobile phone through using the BLUETOOTH technology without any cost in few seconds .

According to (Awaz ,2008) there are however some negative effects of using mobile phones by university students:

1. Unhealthy effects : vibration of mobile phones has effect on the pumping of blood Heat of mobile phone also causes skin problems and rays from towers are also harmful and researches suggested that towers should be 16km away from population.
2. It seems that using mobile phone may cause increase on decline of moral values. With the use of mobile phones, now students do not feel shy to tell a lie. For example, when they are sitting in a park, they tell their parents or teachers that they are sitting in the library.
3. Loss and misplacement of mobile phones is very common. The student who loses his/her mobile phone also undergoes tension and this effects his/her studies.
4. Most of the students write the abbreviation while messaging to others. They then use abbreviation on exams as well. They write; "U, 2, Btw, R and Becos" instead of; You, to/two, between, are and because. Which is a wrong way of writing (Sadia Quraishi, 2008).

But in this study the researcher will focus on the positive effects of mobile phones, specifically in using mobile phone as an electronic dictionary, which may save effort and time in learning English .

1.2 Statement of the problem

Because we are living in the age of technology, it is important that we incorporate technology in all fields of our life including education.

The researcher realized that students at the university level are still using the traditional dictionary (A-Z format books). She noticed that students spend a lot of time and effort to look up a single word during a reading class. Students also find carrying the dictionary all day is tiring and that some students might refrain from using the dictionary altogether instead of having to carry it all day long. This may result in their inability to translate correctly and ultimately fail the class.

Therefore, the researcher conducted this study to investigate the impact of using a mobile phone dictionary on students' achievement in reading since most students have a mobile. The program (mobile phone dictionary) does not cost much, it is easy to handle and it may save time and effort.

1.3 Significance of the Study

It is hoped that, this study may give insight to educators in the Ministry of Education and teachers of English as a Foreign Language (EFL) where they may improve and fit a mobile phone dictionary into teaching English skills .

There are a few studies that deal with this topic, So this study may motivate other researchers to investigate the same field with different variables to unravel some obstacles which hinder learning the English language .

1.4 The Purpose of the Study

The purpose of this study is to investigate the effect of using blended learning strategy on English Language University Students' Achievement in Reading at Mu'tah University.

1.5 Questions of the Study

The purpose of the study will be achieved through answering the following questions :

1. Are there any statistical significant differences at ($\alpha \leq 0.05$) in using the Conventional way; (the normal dictionary) and the experimental way; (mobile phone dictionary) on the students' achievement ?
2. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the students' achievement in reading skill due to the students' gender and the interaction between the teaching method(blended learning with using the mobile phone dictionary and learning with using the traditional dictionary) and students' gender ?

1.6 Operational Definitions of terms :

1. Blended learning: it is a strategy used to combine between two way in teaching (the electronic way and the traditional way).
   In this study, it is a strategy that combines between using the traditional dictionary and the mobile phone dictionary.
2. Mobile phone: is a telephone that does not have wires and works by radio that can be carried with the person to use every where (Oxford, 2004).
   In this study, it is a device used as an educational tool (as a dictionary).
3. Mobile phone dictionary : it is one of the educational programs in the mobile phone which is used for translating the words from English into Arabic.
   In this study, it is a mobile phone dictionary that is used as an electronic dictionary

4. EFL University Students: students who are studying in the English Language and Literature department at Mu'tah University.

   In this study, they are the freshmen students who are registered in the reading course at Mu'tah University during the fall semester of 2011-2012.

1.7 Limitations of the Study

This study is limited to:

1. Freshmen university students taking a reading skill course at Mu'tah university during the fall semester 2011-2012
2. The mobile phone dictionary
3. The fifth unit of affective reading course. The researcher taught this unit because there is no time to teach other units.

Chapter Two
Review if Literature

This chapter covers the theoretical framework and the related literature **.**

2.1 Theoretical framework

According to (Marcal and Caetano ,2010) traditional face to face instruction was, over several centuries, the only format of education, until the emergence of Information and Communication Technology (ICT) which allowed knowledge and learning to be delivered and assimilated in new ways.

The recent appearance of books, trade magazine and journal articles, conferences, and campus initiatives focusing on "blended learning" would lead one to believe that a new educational phenomenon has been discovered (Dziuban and Hartman, 2004).

There are several different definitions of blended learning that can be found in literature. Procter (2003) defines blended learning as an effective combination of different education techniques, technologies and delivery modes to supply students' needs.

According to Singh and Reed (2001), blended learning is a learning program, which includes more than one model used to optimize the learning outcome and the cost. Finally Valiathan (2002), defines blended learning as a solution that combines some different delivery methods like collaboration software, web based courses and knowledge management practices.

Kose (2010) indicated that blended learning has many advantages, which make it more popular among teachers and students. Some of these advantages are:

a. using a combination of different educational techniques and technologies, blended learning can improve students' academic achievements.
b. Blended learning can be applied to students with different learning styles and levels.
c. Blended learning allows cost saving and lowers general education expenses.
d. Using various educational techniques attracts more students' attention to the courses' subject matter.
e. Using a combination of face to face educational techniques, students can be allowed to access knowledge from anywhere until they meet face to face with teachers.

Research on blended learning has noted many positive results. Studies have found that adult learners prefer blended course design because they offer opportunities for personalization, self-direction, variety, and learning communities. And that students engagement and satisfaction in a blended course was higher than in traditional versions of the same course (Cooner, 2005).

Buckley (2002), indicated that blended learning also brings new operational challenges. For most institutions, it is difficult to optimize the classroom scheduling process to capture all classroom hours left unused by blended learning courses. Presuming multiple courses can be scheduled into a single scheduling block, for example; (9:00 to 10:00 am, Monday, Wednesday, and Friday).

An institutions' final examination scheduled may place all three courses in the same testing location at the same time.

Blended courses are highly likely to require a computer, projector, and internet access in the classroom used for face-to-face class meetings.

This "blended" approach to content delivery has experienced wide spread growth in secondary and higher education (Fearing and Riley, 2005). In 2003, the American Society for Training and Development listed blended learning among the top ten trends to emerge in education (Rooney, 2003).

Mobile learning is considered as a part of blended learning. According to Moseley and Higgins (1999), mobile learning devices can be more easily integrated across the curriculum than desktops. This is possible since many students already have mobile devices and wirless mobile devices do not need extensive infrastructure as desktop computers.

Mobile learning is defined by various researchers with a focus on the novelty and development of handheld technologies, such as; mobile phones and wirless technologies (Nordin and Yunus, 2010).

Hwang and Chang (2011) defined mobile learning as learning that takes advantage of mobile technologies.

According to Sharples (2000), mobile learning is the learning that happens without being limited at a fixed location.

Many research findings indicate that mobile learning is an effective tool for strengthening learning strategies in general.

In addition M-learners can utilize wireless networks and mobile learning devices to get convenient, expediency and immediacy of mobile

learning in appropriate time and accessing appropriate learning content (Sharma and Kitchens, 2004).

Mobile learning is contributing in various ways including voice communication, e-mail interaction and SMS. Voice communication provides negotiation between teachers and learners for support and cooperative purposes. To access the learning portal in the internet, the learning management system provides appreciatory content to support the continuity learning activities. Teachers can send reminders and alerts to their learners through SMS (Nordin and Yunus, 2011). One of the uses of mobile phone is using it as a dictionary and translator especially for EFL students.

The wide spread of microcomputers in different parts of the world has expanded the use of English, not only through traditional means, where text is printed on paper, but also through electronic means (Reinking, 1988).

According to Leefa (1992), the electronic glossary is extremely fast, it does not take any noticeable time to provide a definition or translation. The electronic glossary can discriminate the search and present the reader with contextualized information, pinpointed to specific segment of the text.

There are some important differences between an electronic glossary, and traditional dictionary. In traditional dictionaries the search is done by the reader, turning pages, forward and backward until the entry is found, in the electronic glossary however the search is done by the program itself. The traditional dictionary assumes some knowledge about the morphology of the language by the reader, who has to reduce inflected words to their base form before looking them up in the dictionary, the

electronic glossary incorporates these morphological rules. The traditional dictionary makes a distinction between author and reader, the electronic glossary merge both: at any moment, any entry can be added, deleted, or updated by either the original author or the end user. The traditional dictionary is text-independent and has to provide generic information about each item, the electronic glossary is sensitive to the text displayed on the screen and can provide information that is, to a certain extent, directly related to the text (Leefa 1992).

2.2 Related Literature

Leefa (1992) conducted a study to describe reading with an electronic glossary that was used with a group of (55) undergraduate students. This study summarized the microcomputer program that was written to create the glossary, the preparation of a bilingual word list and the experiment that was conducted to test the electronic glossary. The results showed that students read the passages faster and understood them better when they used an electronic glossary instead of a traditional bilingual dictionary.

Kiernan and Aizawa (2004) conducted a study on English as a second language of Japanese freshmen students in engineering. They were divided into three groups; group one used mobile email, group two used computer email and group three used only oral conversation. The task was for one student to retell a picture book to another student. The listener had to sort out the corresponding pictures and number them in the right order. A second task was a role-playing game in which the students had to plan a date. No significance in learning difference between the three groups was found, that

is learning with the mobile phone was of comparable quality compared to learning with the PC or by oral conversation .

Thornton and Houser (2005) described a study which used mobile phone to teach English at Japanese university, comparing web-based learning with SMS-based learning. The results indicated the students who learned by SMS remembered over twice the number of vocabulary words as the students who learned through the web-interface. The conclusion was that the SMS based lesson had been more effective because they were delivered as push media, rather than passive e-mail message . This motivated the students to rehearse more frequently which resulted in better retention of the materials. No quantitative analysis was provided.

Al-Khataybeh (2006) investigated the effect of using SMS on the development of the vocabularies of English language students in Jordan. The sample of the study comprised (1080) received and sent messages by English Language senior students, where (500) messages were sent and (580) messages were received. The respondent of the study were (160) senior English Language students. The results of the study showed that English Language students used many different signs and symbols to express their own feelings and thoughts. The study also, showed that females used those signs and symbols more than males due to some reasons such as; social, economical, and domestic reasons. The results of the study also showed that using these signs and symbols had an effect on the development of the vocabularies of the English Language students .

Jennifer and Vincent (2009) described the impact of blended learning in the visual communication classroom. The sample of study consisted of 174 students through two versions of the same course, one used the blended learning strategy, and the other used the traditional method of class delivery.

The results indicated that students who studied by blended learning were better than those who studied by the traditional method.

Badawi (2009) investigated the effectiveness of using blended learning model in developing English as a Foreign Language (EFL) prospective teachers' pedagogical knowledge and performance. The study sample included 38 EFL Saudi prospective teachers. Collecting the data required a blended TEFL course, a pedagogical knowledge test. The participants were divided into two groups, the first group studied four TEFL units using the traditional face-to-face model, while the second group studied the same four units using the blended learning. The results showed that blended learning was more effective than face-to-face learning in developing EFL prospective teachers' pedagogical knowledge.

Alshwiah (2009) described the effects of a proposed blended learning strategy in teaching medical vocabulary of Arabian Gulf Universities (AGU). The study sample consisted of (50) students, divided into two groups. The research instruments included; AGU English Language unit exams in English 151, attitude towards English Language satisfaction with the unit scales that were developed by the researcher. The results indicated that the experimental group members demonstrated high degree of satisfaction toward the online unit in three dimensions of the scale and medium satisfaction in one dimension.

Tennyson and Robert (2010) conducted a study that examines the determinants of student learning satisfaction in a blended e-learning system (BELS) environment, based on social cognitive theory. The research model is tested using a questionnaire survey of (212) participants. Confirmatory factor analysis (CFA) was performed to test the reliability and validity of the measurements. The partial least squares (PLS) method was used to validate

the measurement and hypotheses. The empirical findings indicate that computer self-efficacy, performance expectations, system functionality, content feature, interaction, and learning climate are the primary determinants of student learning satisfaction with BELS. The results also show that learning climate and performance expectations significantly affect learning satisfaction. Computer self-efficacy, system functionality, content feature and interaction significantly affect performance expectations. Interaction has a significant effect on learning climate.

Javid, Malik and Gujjar (2011) conducted a study investigating the effect of mobile phone on the performance of students at the university level. A small sample consisting of 390 students of the Islamic university of Bahawalpur, Bahawalpur campus, Pakistan was taken by giving representation to all the students of all the programs offered on campus. A 25 item questionnaire on five stages scale was administered to the students. Most of the students claimed that they can contact their teachers and classmates to discuss the educational matters. They also utilize the mobile phone to share useful information with their class fellows, to consult dictionary and thesaurus for educational purposes.

Through reviewing the related literature, it is noticed that most of these studies like (Al-Khataybeh, 2006), (Leefa ,1999) and (Alshwiah ,2009) studied mobile phone learning, blended learning, electronic glossary, and using SMS to develop the vocabularies of English Language University students. In this study, the researcher used the mobile phone dictionary to investigate its' effect on students' achievement in reading at Mu'tah University.

There are no studies conducted about mobile phone dictionary in Jordanian Universities, so the researcher hoped that this study will be an addition to the previously mentioned studies in this field.

Chapter Three

Design and Methodology

This chapter deals with the methodology and procedures, particularly, this chapter presents the population, sample, procedures, instruments, validity and reliability of the instruments and statistical analyses.

3.1 The population of the study

The population of the study consisted of all the freshmen students who are studying in the English language and Literature department at Mu'tah University during the fall semester 2011-2012 and whose number was (110).

3.2 The Sample of the study

The sample of the study consisted of Male and Female freshmen EFL students who are registered in the reading course at the English Language and Literature department at Mu'tah University during the fall semester of the academic year 2011-2012 and whose total number was (50) whom where selected intentionally.

Table (1) shows the distribution of the sample of the study according to students' gender and the number of students in the control and the experimental groups.

Table(1)

Distribution of the study sample

		Gender		Total
		Male	Female	
Group	experimental	9	15	24
	Control	10	16	26
Total		19	31	50

3.3 Procedures of the study

After identifying the problem and questions of the study the researcher followed the following steps in carrying out the study:

1. Obtaining the permission from head of the English Language and Literature Development to conduct this study.
2. The researcher contacted the instructors of the reading course (two sections) to conduct the study.
3. Based on course material, the researcher designed the test instrument where students had to use the dictionary.
4. The instrument was ensured for validity and reliability.
5. The instrument was given as a pre-test for both groups to check for students' equivalence in both sections where they asked in both groups to use the traditional dictionary.
6. The two sections were randomly assigned into two groups; one as the experimental group which used the mobile phone dictionary and one as the control group which used the traditional dictionary.
7. The test was given to both groups as a post-test .the students in the experimental group were asked to use the mobile phone dictionary where they had to enter the word that they are looking for then the mobile phone dictionary will give them a list of meanings of this word and they had to choose the right meaning of the word.
   while students in the control group were asked to use the normal dictionary where they had to look up the traditional dictionary and search the word meaning by turning pages, forward and backward until the entry was found.
8. The researcher graded the tests of both groups and results were

analyzed.

9. After obtaining the results, the researcher discussed them concluding with the implications of the study and recommendations for the directions of the future research.

3.4 The Instrument of the study

The researcher designed an achievement test that was checked for validity and reliability (see appendix I) . The Achievement test consisted of a reading passage from the reading course at Mu'tah University. A total of (20) words were underlined and students were asked to give the meaning of these words in addition to answering questions about the overall comprehension of the passages using mobile phone dictionary.

3.5 Validity and Reliability of the instrument

3.5.1 Validity

The test was submitted to a panel of nine staff members, 3 members from the Faculty of Educational Sciences. 3 members from the English Language and Literature Department at Mu'tah University, and 3 teachers who are teaching English as a foreign language in Al-Mazar district.

The jury members were asked to judge the test and determine if it is suitable for the purpose of the study. They were asked to add, delete, or modificate any of the test questions.

3.5.2 Reliability

To ensure the test reliability, the test was conducted on a pilot sample of (21) students who were excluded from the study sample. Two weeks later the same test was implemented again.

Reliability coefficient of the two scores of the test was computed using Pearson correlation coefficient which was at (0.93) and this value was appropriate to the research purpose.

3.6 Statistical Analyses

The researcher used Means, standard deviation ,two- way ANOVA and Pearson's correlation coefficient to analyze the data and answer the research questions .

Chapter Four

Findings, Discussions and Recommendations

4.1 Results of the study

The results of the study will be discussed according to the questions of the study respectively:

1. Are there any statistical significant differences at ($\alpha \leq 0.05$) in using the conventional way; (the normal dictionary) and the experimental way; (mobile phone dictionary) on the students' achievement ?
2. Are there any statistical significant differences at ($\alpha \leq 0.05$) in the students' achievement in reading skill due to the students' gender and the interaction between the teaching method(blended learning with using the mobile phone dictionary and learning with using the traditional dictionary) and students' gender ?

Before applying the experiment, the achievement test was administered to both groups as a pre-test to ensure group equivalence. Table (2) shows the means and standard deviation of the students' scores on the pre-test.

Table (2)

Means and the standard deviation according to gender and teaching method variables in the pre-test.

Group	Sex	Mean	Std. Deviation	N
experimental	Male	16.55	5.74	9
	Female	19.53	6.96	15
	Total	18.41	6.57	24

	Male	15.60	3.74	10
Control	Female	18.62	6.47	16
	Total	17.46	5.70	26
	Male	16.05	4.68	19
Gender	Female	19.06	6.62	31
	Total	17.92	6.09	50

Table (2) shows that the mean scores of the experimental group was (18.41) while the mean scores of the control group was (17.46). It also shows that the mean scores of the male students was (16.05) and of the females students was (19.06).

To show whether or not these differences are statistically significant or not a Two-way ANOVA was conducted as shown in table (3).

Table (3)

The results of two way ANOVA for the teaching method and gender on students' achievements in the pre-test

Source	Sum of Squares	Df	Mean Square	F	Sig.
Group	10.210	1	10.210	.276	.602
Gender	105.894	1	105.894	2.865	.097
Group*Gender	0.007	1	0.007	.000	.989
Error	1700.106	46	36.959		
Total	1816.217	49			

Table (3) shows that there are no significant statistical differences at ($\alpha \leq 0.05$) for either the group variable or gender variable. Significant level for group was (.602) which means that it is not significant. This means that the groups were equivalent prior to conducting the study. Also the significant level for the gender variable was (.097) which is not ≤ .05 which means that the male and female difference is not significant hence male and female students were equivalent prior to conducting the study.

To answer the research questions means and standard deviation as well as a Two-way ANOVA of the achievement scores of the post-test were calculated. Table (4) shows the means and the standard deviation for the sample performance according to the teaching method and gender variables on the post test.

Table(4)

The standard deviation for the sample performance according to teaching method and gender variables in the post-test

Group	Sex	Mean	Std. Deviation	N
experimental	Male	24.66	3.74	9
	Female	25.33	4.40	15
	Total	25.08	4.09	24
Control	Male	18.80	2.09	10
	Female	21.31	5.62	16
	Total	20.34	4.70	26
Gender	Male	21.57	4.18	19
	Female	23.25	5.39	31
	Total	22.62	4.98	50

Table (4) shows that there was an improvement of the means scores of the male and female students on the post-test compared with that of the pre-test. The mean scores of the experimental group became (25.08) while on the pre-test it was (18.41). Also the mean scores of the control group is (20.34) while on the pre-test it was (17.46). In addition the mean scores of the male students is (21.57) while on the pre-test it was (16.05). And the mean scores of the female students is (23.25) while on the pre-test it was (19.06). To

show whether or not the differences between the groups on the post-test was significant or not a Two-way ANOVA was calculated as shown in table(5).

Table (5)

The results of the two way ANOVA for the effect of teaching method and gender on students achievement on the post-test

Source	Sum of Squares	Df	Mean Square	F	Sig.
Group	287.303	1	287.303	14.711	.000
Gender	29.703	1	29.703	1.521	.224
Group*Gender	10.013	1	10.013	.513	.478
Error	898.371	46	19.530		
Total	1219.780	49			

Table (5) shows the following :

First: there were statistical significant differences at ($\alpha \leq 0.05$) between the control and the experimental group in the students achievements' on the post test in favor the students who used the mobile phone dictionary as shown in table (5) the significant level of the group variable is (.000) which means that it is statistically significant at ($\alpha \leq 0.05$ because (.000) it is less than (.05).

Second: there were no statistical significant differences at ($\alpha \leq 0.05$) in the students achievement due to the students gender. The significant level was (.224) which means that it is not statistically significant .

Third : there were no statistical significant differences at ($\alpha \leq 0.05$) in the students achievement due to the interaction between the teaching method and the students' gender.

4.2 Discussions of the findings related to the first question

The results related to the first questions revealed that there were statistical significant differences at ($\alpha \leq 0.05$) in the students' achievement

that can be attributed to the effect of using mobile phone dictionary and that might be because it is small, easy to carry and it save time and effort more than the traditional dictionary .

This result agrees with (Leefa ,1992) who remarked that students read the passages faster and understood them better when they used an electronic dictionary instead of using the traditional dictionary. And with (Javid, Malik and Gujjar ,2011) whom pointed out that teaching students with mobile phone is giving them the opportunity to consult dictionary and thesaurus for educational purposes.

4.3 Discussions of the findings related to the second question

There was no statistical significant differences at ($\alpha \leq 0.05$) in the students' achievement due to the students' gender and the interaction between the teaching method and the students' gender and that might be because all the males and females of freshmen university students have mobile phones, and they use the programs of mobile phones like mobile phone dictionary program in the same speed and skill. This result disagreed with (Al-Khataybeh ,2006) who pointed out that females used mobile phone symbols more than the males .

4.4 Summary

The findings of the current study indicated that using the mobile phone dictionary was proved to be effective in students' achievement in English reading skill, and those students on whom the mobile phone dictionary was applied improved significantly in their level in English reading, compared to the improvement of the control group.

When taught using the mobile phone dictionary, both male and female students in the experimental group performed at the same level and had an equal level in improving their English reading skill, which indicate that gender has no role to play in applying this method.

4.5 Recommendations

In light of the finding of this study, the researcher recommends the following :

1. The Ministry of Highest Education in Jordan should take in account the important role that technology like mobile phone dictionary and new strategy like blended learning play in the teaching and learning process. And to use this technology in the classroom in the schools and universities.
2. It can be revealed that mobile learning activities are a great way to motivate students and foster interaction among them. This is not only applicable to the field of mobile learning, but also a general pedagogical technique in teaching and learning.
3. Research should be conducted on teachers attitudes toward using new technology in teaching
4. Research should be conducted on other categories of students on other samples and other language skills.
5. Further research may deal with other variables, such as motivation, cost and features of mobile phone.

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Appendix (I)

The Achievement Test

Appendix (I)
The achievement test

Read the following passage and then answer the questions:

The good picnic guide

The subject is picnics. Please take notes, and smoke if you wish. We will **kick off** by defining not what a picnic is, but what a picnic is not.

A picnic is not a feast of cold chicken, tomato salad, **pickles**, tongue, ham and warmish **white wine** consumed off a damask tablecloth in a field, wood or **spinney.**

Such a meal is only a portable business lunch, eaten at a table without legs and thus-unless you to be happen Japanese-liable to give you **indigestion**. Anyway, you've forgotten the mayonnaise.

A picnic is not sandwiches. Nor is it vacuum-flasks and greaseproof-paper bags in a car parked on a cliff top with the windows up.

Nor is it hampers, spirit kettles, portable barbecues, **collapsible stools**, storm-proof field ovens or any other kind of ideal home exhibition alfresco gadgetry. What, then, is a picnic?

The following elements are **indispensable**:

ONE: Children. A picnic without children is like roast beef without **Yorkshire pudding**. Children are the whole delight and purpose of a picnic, as well as coming in useful for fetching cigarettes.

TWO: Glorious Weather. This is **vital** for picnics and mackintoshes do not go hand in hand. Picnics were intended to be eaten under a blue sky, with **wasps** in attendance.

THREE: A good site. There is a lot more in this than finding a **meadow** with fine, springy grass and its fair ration of **buttercups**. There must be streams to fall in, trees to fall out of, hills to roll down, and preferably a mad **bull** somewhere in the offing. This gives picnicking its proper air of adventure.

FOUR: The right food. The following recipe is culled from a lifetime's experience and will yield a successful picnic for four people.

You get four small deep carrier bags of the kind that are used by wine merchants to hold one bottle of scotch.

You hand out the carrier bags to your **squad** of picnickers and you set off.

You don't worry if the oldest one, who has been crazed with hunger ever since finishing breakfast ten minute ago, **commences** to eat his picnic before the car is even out the garage.

You don't worry about your children getting sticky or feeling sick.

You do not, in fact, worry about anything. You park the car and step out **briskly** into the countryside. You find a suitable spot, You sit down. You act as **arbitrator** while your children set up a brisk barter trade in boiled eggs and bananas.

You eat. Your children begin to eat, cease eating in order to catch **dragonflies** and resume eating after they have fallen in a **bog**.

When it is time to leave, you heave your discarded carrier bags into the nearest litter bin and return home **unencumbered** by rugs, vacuum-flasks or wicker shopping baskets containing milk bottles and unwanted bread.

1. **Which of the following definitions of a picnic would the writer be likely to choose ?**
   - **a.** A quick snack to be eaten during a short stop on a long journey.
   - **b.** A meal eaten outdoors on a sunny day in the country surrounded by children who are allowed to do whatever they wish.
   - **c.** A fashionable social entertainment in which each party present contributes a share of the provisions to be eaten outdoor.

2. **What are the four most important elements of the picnic ?**

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

4. **Decide if the following statements are True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (   )

   b. Make the children wait until lunchtime before they start eating. (   )

   c. Roast beef and Yorkshire pudding are indispensable. (   )

   d. Put the food in individual bags so you do not have to carry it all. (   )

   e. Try not to be too strict with the children. (   )

   f. The writer thinks children can't be useful as servants on picnics. (   )

5. **Write the correct meaning of the underlined words in bold face in the passage ?**

6. **Choose the correct answer :**

   1. **The author wrote " The subject is picnic, Please take notes, and smoke if you wish." to create the impression that he is:**
      - **a.** giving a lecture.
      - **b.** writing a newspaper article**.**
      - **c.** talking to his children.
   2. **"A picnic without children is like roast beef without Yorkshire pudding" suggests that the writer :**
      - **a.** always eats Yorkshire pudding with a roast beef.
      - **b**. sometimes eats Yorkshire pudding with a roast beef.
   3. **" Picnics were intended to be eaten under a blue sky, with wasps in attendance" suggests that :**
      - **a.** Unfortunately you can not get rid of wasps on picnic.
      - **b.** The perfect picnic ironically involves a little discomfort.

Appendix (II)

A sample of students' answers in the control group

Appendix (II)
A Sample of students' answers in the control group

Female

13/35

Read the following passage and then answer the questions:

The good picnic guide

The subject is picnic. Please take notes, and smoke if you wish. We will **kick off** by defining not what a picnic is, but what a picnic is not.

A picnic is not a feast of cold chicken, tomato salad, **pickles**, tongue, ham and warmish **white wine** consumed off a damask tablecloth in a field, wood or **spinney**.

Such a meal is only a portable business lunch, eaten at a table without legs and thus- unless you to be happen Japanese-liable to give you **indigestion**. Anyway, you've forgotten the mayonnaise.

A picnic is not a sandwiches. Nor is it vacuum-flasks and greaseproof-paper bags in a car parked on a cliff top with the windows up.

Nor is it hampers, spirit kettles, portable barbecues, **collapsible stools**, storm-proof field ovens or any other kind of ideal home exhibition alfresco gadgetry. What, then, is a picnic?

The following elements are **indispensable**:

ONE: Children. A picnic without children is like roast beef without **Yorkshire pudding**. Children are the whole delight and purpose of a picnic, as well as coming in useful for fetching cigarettes.

TWO: Glorious Weather. This is **vital** for picnics and mackintoshes do not go hand in hand. Picnics were intended to be eaten under a blue sky, with **wasps** in attendance.

THREE: A good site. There is a lot more in this than finding **meadow** with fine, springy grass and its fair ration of **buttercups**. There must be streams to fall in, trees to fall out of, hills to roll down, and preferably a mad **bull** somewhere in the offing. This gives picnicking its proper air of adventure.

FOUR: The right food. The following recipe is culled from lifetime's experience and will yield a successful picnic for four people.

You get four small deep carrier bags of the kind that are used by wine merchants to hold one bottle of scotch.

You hand out the carrier bags to your **squad** of picnickers and you set off.

You don't worry if the oldest one, who has been crazed with hunger ever since finishing breakfast ten minute ago, **commences** to eat his picnic before the car is even out the garage.

You don't worry about your children getting sticky or feeling sick.

You do not, in fact, worry about anything. You park the car and step out **briskly** into the countryside. You find a suitable spot, You sit down. You act as **arbitrator** while your children set up a brisk barter trade in boiled eggs and bananas.

You eat. Your children begin to eat, cease eating in order to catch **dragonflies** and resume eating after they have fallen in a **bog.**

When its time to leave, you heave your discarded carrier bags into the nearest litter bin and return home **unencumbered** by rugs, vacuum-flasks or wicker shopping baskets containing milk bottles and unwanted bread.

1. **Which of the following definitions of a picnic would the writer be likely to choose ?**
   - **a.** A quick snack to be eaten during a short stop on a long journey.
   - **b.** A meal eaten outdoors on a sunny day in the country surrounded by children who are allowed to do whatever they wish.
   - **c.** A fashionable social entertainment in which each party present contributes a share of the provisions to be eaten outdoor.

2. **What are the four most important elements of the picnic ?**

   1- children 2. Glorious weather 3- A good site 4)- right food

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

   - feast of cold chicken, tomato salad, tongue, ham and wormish wood or spinney. pickles

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (T)

b. Make the children wait until lunchtime before they start eating. (T)

c. Roast beef and Yorkshire pudding are indispensable. (F)

d. Put the food in individual bags so you do not have to carry it all. (T)

e. Try not to be too strict with the children. (T)

f. The writer thinks children can't be useful as servants on picnics. (F)

5. **Write the correct meaning of the underlined words in bold face in the passage ?** pickles: souse indespinsables - necessary energetic
white wines al chohale

6. **Choose the correct answer :**

1. **The author wrote " The subject is picnic, Please take notes, and smoke if you wish." to create the impression that he is:**

   a. giving a lecture.

   b. writing a newspaper article.

   c. talking to his children.

2. **"A picnic without children is like roast beef without Yorkshire pudding" suggests that the writer :**

   a. always eats Yorkshire pudding with a roast beef.

   b. sometimes eats Yorkshire pudding with a roast beef.

3. **" Picnics were intended to be eaten under a blue sky, with wasps in attendance" suggests that :**

   a. Unfortunately you can not get rid of wasps on picnic.

   b. The perfect picnic ironically involves a little discomfort.



Read the following passage and then answer the questions:

The good picnic guide

The subject is picnic. Please take notes, and smoke if you wish. We will **kick off** by defining not what a picnic is, but what a picnic is not.

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Such a meal is only a portable business lunch, eaten at a table without legs and thus-unless you to be happen Japanese-liable to give you **indigestion**. Anyway, you've forgotten the mayonnaise.

A picnic is not a sandwiches. Nor is it vacuum-flasks and greaseproof-paper bags in a car parked on a cliff top with the windows up.

Nor is it hampers, spirit kettles, portable barbecues, **collapsible stools**, storm-proof field ovens or any other kind of ideal home exhibition alfresco gadgetry. What, then, is a picnic?

The following elements are **indispensable**:

ONE: Children. A picnic without children is like roast beef without **Yorkshire pudding**. Children are the whole delight and purpose of a picnic, as well as coming in useful for fetching cigarettes.

TWO: Glorious Weather. This is **vital** for picnics and mackintoshes do not go hand in hand. Picnics were intended to be eaten under a blue sky, with **wasps** in attendance.

THREE: A good site. There is a lot more in this than finding **meadow** with fine, springy grass and its fair ration of **buttercups**. There must be streams to fall in, trees to fall out of, hills to roll down, and preferably a mad **bull** somewhere in the offing. This gives picnicking its proper air of adventure.

FOUR: The right food. The following recipe is culled from lifetime's experience and will yield a successful picnic for four people.

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You don't worry about your children getting sticky or feeling sick.

You do not, in fact, worry about anything. You park the car and step out **briskly** into the countryside. You find a suitable spot, You sit down. You act as **arbitrator** while your children set up a brisk barter trade in boiled eggs and bananas.

You eat. Your children begin to eat, cease eating in order to catch **dragonflies** and resume eating after they have fallen in a **bog.**

When its time to leave, you heave your discarded carrier bags into the nearest litter bin and return home **unencumbered** by rugs, vacuum-flasks or wicker shopping baskets containing milk bottles and unwanted bread.

1. **Which of the following definitions of a picnic would the writer be likely to choose ?**
   - **a.** A quick snack to be eaten during a short stop on a long journey.
   - **b.** A meal eaten outdoors on a sunny day in the country surrounded by children who are allowed to do whatever they wish.
   - **c.** A fashionable social entertainment in which each party present contributes a share of the provisions to be eaten outdoor.

2. **What are the four most important elements of the picnic ?**

   Children, right food, Glorious weather, A Good site

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

   table, discomfort and Picnic without children, stricks in a picnic

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (✓)

b. Make the children wait until lunchtime before they start eating. ( )

c. Roast beef and Yorkshire pudding are indispensable. ( )

d. Put the food in individual bags so you do not have to carry it all. ( )

e. Try not to be too strict with the children. ( )

f. The writer thinks children can't be useful as servants on picnics. ( )

5. **Write the correct meaning of the underlined words in bold face in the passage ?**

6. **Choose the correct answer :**

   1. **The author wrote " The subject is picnic, Please take notes, and smoke if you wish." to create the impression that he is:**

      a. giving a lecture.

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   2. **"A picnic without children is like roast beef without Yorkshire pudding" suggests that the writer :**

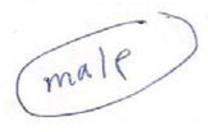
      a. always eats Yorkshire pudding with a roast beef.

      b. sometimes eats Yorkshire pudding with a roast beef.

   3. **" Picnics were intended to be eaten under a blue sky, with wasps in attendance" suggests that :**

      a. Unfortunately you can not get rid of wasps on picnic.

      b. The perfect picnic ironically involves a little discomfort.





Read the following passage and then answer the questions:

The good picnic guide

start

The subject is picnic. Please take notes, and smoke if you wish. We will **kick off** by defining not what a picnic is, but what a picnic is not.

A picnic is not a feast of cold chicken, tomato salad, **pickles**, tongue, ham and warmish **white wine** consumed off a damask tablecloth in a field, wood or **spinney.**

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Nor is it hampers, spirit kettles, portable barbecues, **collapsible stools**, storm-proof field ovens or any other kind of ideal home exhibition alfresco gadgetry. What, then, is a picnic?

The following elements are **indispensable**: necessary

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You hand out the carrier bags to your **squad** of picnickers and you set off.
a small group

You don't worry if the oldest one, who has been crazed with hunger ever since finishing breakfast ten minute ago, **commences** to eat his picnic before the car is even out the garage.

You don't worry about your children getting sticky or feeling sick.

You do not, in fact, worry about anything. You park the car and step out **briskly** into the countryside. You find a suitable spot, You sit down. You act as **arbitrator** while your children set up a brisk barter trade in boiled eggs and bananas.

You eat. Your children begin to eat, cease eating in order to catch **dragonflies** and resume eating after they have fallen in a **bog.**

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   - **c.** A fashionable social entertainment in which each party present contributes a share of the provisions to be eaten outdoor.

2. **What are the four most important elements of the picnic ?**

   Children, Glorious weather, good site, The right food

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

   Vacuum-fasks and greaseproof-paper Bags in a car parked on a cliff top with windows up spirit kettels portable barbecues Collapsible stool, storm-proof field ovens

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (T)

b. Make the children wait until lunchtime before they start eating. (F)

c. Roast beef and Yorkshire pudding are indispensable. (T)

d. Put the food in individual bags so you do not have to carry it all. (T)

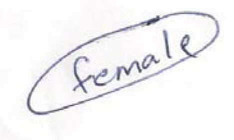
e. Try not to be too strict with the children. (T)

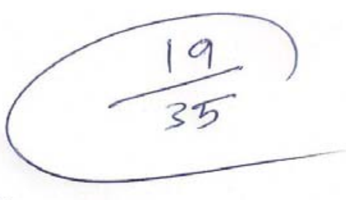
f. The writer thinks children can't be useful as servants on picnics. (F)

5. Write the correct meaning of the underlined words in bold face in the passage ?

6. Choose the correct answer :

1. **The author wrote " The subject is picnic, Please take notes, and smoke if you wish." to create the impression that he is:**
   - **a.** giving a lecture.
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2. **"A picnic without children is like roast beef without Yorkshire pudding" suggests that the writer :**
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   - **b.** sometimes eats Yorkshire pudding with a roast beef.
3. **" Picnics were intended to be eaten under a blue sky, with wasps in attendance" suggests that :**
   - **a.** Unfortunately you can not get rid of wasps on picnic.
   - **b.** The perfect picnic ironically involves a little discomfort.





Read the following passage and then answer the questions:

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The following elements are **indispensable**:

ONE: Children. A picnic without children is like roast beef without **Yorkshire pudding**. Children are the whole delight and purpose of a picnic, as well as coming in useful for fetching cigarettes.

TWO: Glorious Weather. This is **vital** for picnics and mackintoshes do not go hand in hand. Picnics were intended to be eaten under a blue sky, with **wasps** in attendance.

THREE: A good site. There is a lot more in this than finding **meadow** with fine, springy grass and its fair ration of **buttercups**. There must be streams to fall in, trees to fall out of, hills to roll down, and preferably a mad **bull** somewhere in the offing. This gives picnicking its proper air of adventure.

FOUR: The right food. The following recipe is culled from lifetime's experience and will yield a successful picnic for four people.

You get four small deep carrier bags of the kind that are used by wine merchants to hold one bottle of scotch.

You hand out the carrier bags to your **squad** of picnickers and you set off.

You don't worry if the oldest one, who has been crazed with hunger ever since finishing breakfast ten minute ago, **commences** to eat his picnic before the car is even out the garage.

You don't worry about your children getting sticky or feeling sick.

You do not, in fact, worry about anything. You park the car and step out **briskly** into the countryside. You find a suitable spot, You sit down. You act as **arbitrator** while your children set up a brisk barter trade in boiled eggs and bananas.

You eat. Your children begin to eat, cease eating in order to catch **dragonflies** and resume eating after they have fallen in a **bog.**

When its time to leave, you heave your discarded carrier bags into the nearest litter bin and return home **unencumbered** by rugs, vacuum-flasks or wicker shopping baskets containing milk bottles and unwanted bread.

1. **Which of the following definitions of a picnic would the writer be likely to choose ?**
   - **a.** A quick snack to be eaten during a short stop on a long journey.
   - **b.** A meal eaten outdoors on a sunny day in the country surrounded by children who are allowed to do whatever they wish.
   - **c.** A fashionable social entertainment in which each party present contributes a share of the provisions to be eaten outdoor.

2. **What are the four most important elements of the picnic ?**

   1. children 2. glorious weather 3. a good site 4. the right food

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (C)

b. Make the children wait until lunchtime before they start eating. (X)

c. Roast beef and Yorkshire pudding are indispensable. (✓)

d. Put the food in individual bags so you do not have to carry it all. (X)

e. Try not to be too strict with the children. (✓)

f. The writer thinks children can't be useful as servants on picnics. (✓)

5. **Write the correct meaning of the underlined words in bold face in the passage ?**

6. **Choose the correct answer :**

   1. **The author wrote " The subject is picnic, Please take notes, and smoke if you wish." to create the impression that he is:**
      - a. giving a lecture.
      - b. writing a newspaper article.
      - c. talking to his children.
   2. **"A picnic without children is like roast beef without Yorkshire pudding" suggests that the writer :**
      - a. always eats Yorkshire pudding with a roast beef.
      - b. sometimes eats Yorkshire pudding with a roast beef.
   3. **" Picnics were intended to be eaten under a blue sky, with wasps in attendance" suggests that :**
      - a. Unfortunately you can not get rid of wasps on picnic.
      - b. The perfect picnic ironically involves a little discomfort.

Q 5. Kick off : the start of a game football "
pickles : foods such as vegetable put in vinegar or salt water. so it can be kept for a long time.
white wine : wine made from green grapes
spinny :
indigestion : Pain in the stomach that caused by difficulty indigest.
Collapsible stools : a seat which is able to be folded into different shapes.
indispensable :
Yorkshire pudding :
vital : very important and necessary

Appendix (III)

A sample of students' answers in the experimental group

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A Sample of students' answers in the experimental group

Female

30/35

Read the following passage and then answer the questions:

The good picnic guide

The subject is picnic. Please take notes, and smoke if you wish. We will **kick off** by defining not what a picnic is, but what a picnic is not.

A picnic is not a feast of cold chicken, tomato salad, **pickles**, tongue, ham and warmish **white wine** consumed off a damask tablecloth in a field, wood or **spinney**.

Such a meal is only a portable business lunch, eaten at a table without legs and thus-unless you to be happen Japanese-liable to give you **indigestion**. Anyway, you've forgotten the mayonnaise.

A picnic is not a sandwiches. Nor is it vacuum-flasks and greaseproof-paper bags in a car parked on a cliff top with the windows up.

Nor is it hampers, spirit kettles, portable barbecues, **collapsible stools**, storm-proof field ovens or any other kind of ideal home exhibition alfresco gadgetry. What, then, is a picnic?

The following elements are **indispensable**:

ONE: Children. A picnic without children is like roast beef without **Yorkshire pudding**. Children are the whole delight and purpose of a picnic, as well as coming in useful for fetching cigarettes.

TWO: Glorious Weather. This is **vital** for picnics and mackintoshes do not go hand in hand. Picnics were intended to be eaten under a blue sky, with **wasps** in attendance.

THREE: A good site. There is a lot more in this than finding **meadow** with fine, springy grass and its fair ration of **buttercups**. There must be streams to fall in, trees to fall out of, hills to roll down, and preferably a mad **bull** somewhere in the offing. This gives picnicking its proper air of adventure.

FOUR: The right food. The following recipe is culled from lifetime's experience and will yield a successful picnic for four people.

You get four small deep carrier bags of the kind that are used by wine merchants to hold one bottle of scotch.

You hand out the carrier bags to your **squad** of picnickers and you set off.

You don't worry if the oldest one, who has been crazed with hunger ever since finishing breakfast ten minute ago, **commences** to eat his picnic before the car is even out the garage.

You don't worry about your children getting sticky or feeling sick.

You do not, in fact, worry about anything. You park the car and step out **briskly** into the countryside. You find a suitable spot, You sit down. You act as **arbitrator** while your children set up a brisk barter trade in boiled eggs and bananas.

You eat. Your children begin to eat, cease eating in order to catch **dragonflies** and resume eating after they have fallen in a **bog**.

When its time to leave, you heave your discarded carrier bags into the nearest litter bin and return home **unencumbered** by rugs, vacuum-flasks or wicker shopping baskets containing milk bottles and unwanted bread.

1. **Which of the following definitions of a picnic would the writer be likely to choose ?**

   a. A quick snack to be eaten during a short stop on a long journey.

   b. A meal eaten outdoors on a sunny day in the country surrounded by children who are allowed to do whatever they wish.

   c. A fashionable social entertainment in which each party present contributes a share of the provisions to be eaten outdoor.

2. **What are the four most important elements of the picnic ?**

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. ( )

b. Make the children wait until lunchtime before they start eating. (X)

c. Roast beef and Yorkshire pudding are indispensable. (X)

d. Put the food in individual bags so you do not have to carry it all. (✓)

e. Try not to be too strict with the children. (✓)

f. The writer thinks children can't be useful as servants on picnics. (X)

5. **Write the correct meaning of the underlined words in bold face in the passage ?**

6. **Choose the correct answer :**

   1. **The author wrote " The subject is picnic, Please take notes, and smoke if you wish." to create the impression that he is:**
      a. giving a lecture.
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      a. always eats Yorkshire pudding with a roast beef.
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   3. **" Picnics were intended to be eaten under a blue sky, with wasps in attendance" suggests that :**
      a. Unfortunately you can not get rid of wasps on picnic.
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2. **What are the four most important elements of the picnic ?**

   1 children, 2 clorious whether 3 agood site 4 the right food.

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

   cold of chicken, tomato salad, pickles, tongue ham and warmish-white wine, sandwiches.

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (T)

b. Make the children wait until lunchtime before they start eating. (F)

c. Roast beef and Yorkshire pudding are indispensable. (F)

d. Put the food in individual bags so you do not have to carry it all. (T)

e. Try not to be too strict with the children. (T)

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2. **What are the four most important elements of the picnic ?**

   1) Glorious weather 2) children 3) A good site 4) The right food

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

   Pickles, tongue, ham and warmish, white wine consumed off a damask tablecloth in a field, wood or spinney

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (T)

b. Make the children wait until lunchtime before they start eating. (f)

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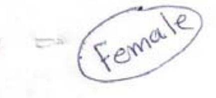
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2. **What are the four most important elements of the picnic ?**

   1. Children 2. Glorious weather 3. A good site 4. the right food.

3. **The writer dislikes picnics where there are too many things to carry, so he gave a long list of things not to take. What are they ?**

   1. Feast of cold chicken, tomato, salad, pickles, tongue, ham, and warmish white wine, sandwiches, vacuum flasks and greaseproof

4. **Decide if the following statements True or False :**

   a. Choose a picnic site which is not only attractive but also interesting for the children. (T)

b. Make the children wait until lunchtime before they start eating. ( )

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